



Module 2 Class Activities

ROOT CAUSES OF HUMAN TRAFFICKING

ACTIVITY 2.1 IDEA MUSEUM: ROOT CAUSES

Students respond to questions by placing responses on post-it notes, observe other student responses, and then engage in critical thinking and discussion. Discussion Question 4 below is particularly useful for this activity.

Select Questions: Select questions from the list provided or create your own.

Write Questions: Before class, write each question on a large sheet of self-adhering chart, post-it paper, whiteboard, or simply on pieces of loose leaf paper. Example questions from the discussion questions for this module include:

1. What are the biggest misconceptions surrounding modern-day slavery and trafficking in persons, and why?
2. Describe the continuum on which various experience of slavery and exploitation exist?
3. What conditions (e.g., migration, cultural, social, economic, environmental, etc.) make people vulnerable to human trafficking?
4. What are the common mechanisms traffickers use to exploit victims? How do they differ in various circumstances? For example, how do force, fraud and coercion operate in different human trafficking practices?
5. What is the relationship between Catholic social teaching and the issues in this module?

Place Questions: Post the questions in various places around the room with sufficient space between them.

Arrange Students: Place students into teams of three to five. Provide each group with different colored post-it notes.

Student Instructions

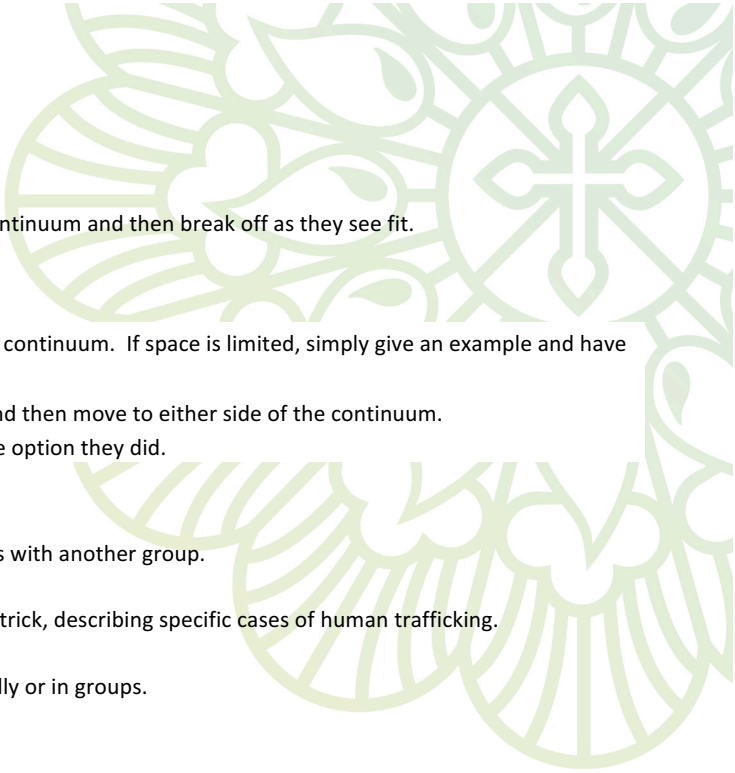
- Students write on individual sticky notes one or more of their responses to the topic questions.
- Students put their ideas on the wall or whiteboard (below relevant discussion question), then walk around and look at their classmates' answers.
- Then, in class discussion, talk about these ideas critically. Students can identify which of their fellow students' ideas they found interesting and which they have questions about.

ACTIVITY 2.2 CONTINUUM: SLAVERY ↔ FREEDOM

Students think about different situations and discern if it is slavery or not.

Classroom prep: create a slavery/freedom continuum. Write the words on different sides of a blackboard or write them on two sheets of paper and hang them on different sides of the classroom.

Choose situations: examples for this could be drawn from Activity 1: Idea Museum or from the Venn Diagram exercise for Module 1.



Arrange students: students start off as a large group in the middle of the continuum and then break off as they see fit.

Student Instructions

- If space permits, instruct all students to stand in the middle of the continuum. If space is limited, simply give an example and have students discuss.
- Read each of the situations, pause and allow students to reflect and then move to either side of the continuum.
- After students have stopped moving, ask them why they chose the option they did.

ACTIVITY 2.3 TRAFFICKING PRESENTATIONS

In small groups, students discuss questions and then split to discuss answers with another group.

Choose readings: choose different readings, potentially Bales or Choi-Fitzpatrick, describing specific cases of human trafficking.

Arrange students: Depending on class size, students may present individually or in groups.

Student Instructions

- Choose one of the approved readings describing specific cases of human trafficking.
- Prepare a 10-minute presentation using the framing questions below. Feel free to provide insights/reflections/issues about the readings that are not captured by the below framing questions.

Bales framing questions:

- What practices described in the chapter meet our definition of human trafficking and why? Use the Palermo Protocol Act-Process/Means/Purpose definition. Describe the practices.
- How do these human trafficking practices work? Who benefits, who suffers?
- What are the methods for entrapment of victims? What are the vulnerabilities of the individuals and/or their communities that exposes them to exploitation?
- What insights, teased out of the State Department 2017 TIP Report on that country, help to better understand the country context underlying Bales' specific exploitation examples? Are there any bright spots—successes—in that country's work to address the type of trafficking Bales' chapter describes?

Choi-Fitzpatrick framing questions:

- What are the vulnerabilities of the exploited individuals? How do they perceive their vulnerabilities? Describe individual cases and how exploitation operated.
- How are these vulnerabilities leveraged by slaveholders? What are the slaveholders' perspectives? How do they "feel about slavery?" Describe specific slaveholders.
- How do the exploited individuals and the slaveholders perceive social relations? Discuss paternalism and relevant cultural frames.
- How might we think about "guilt and victimhood" within these relationships?
- What questions does this chapter raise for you?